



SELF ESTEEM AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

This study was an endeavour to find out the Self Esteem among Higher Secondary Students. The Descriptive Survey method of research was used in the study. The Simple Random Sampling was applied and a sample of 200 Higher Secondary Students were taken on the basis of locality and gender. A Standardised Rating Scale on "Self Esteem" constructed by Rosenberg was used as a tool. The results of the analysis of data showed that Self Esteem among Higher Secondary Students are normally distributed. There is no significant difference in Self Esteem among Higher Secondary Students in terms of gender. There is a significant difference in Self Esteem among Higher Secondary Students in terms of locality.

KEYWORDS: Self Esteem, Higher Secondary Students, Gender, Locality.

INTRODUCTION:

One of the most important human traits to achieve objectives is self-esteem. The purpose of self-esteem is feel and imagine that people nurtured in their mind over time about their self. In simple words, self-esteem is self-assessment; this perception and evaluation can be positive or negative and pleasant or unpleasant. Students with high self-esteem, usually feel good about themselves and better able to resolve their conflicts with other students and are resistant to deal with problems. Self-esteem has become a household word. Students, teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits. Many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals. The modest correlations between Self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive. People high in Self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Self-esteem has not been shown to predict the quality or duration of relationships. High self-esteem makes people more willing to speak up in groups and to criticize the group's approach relative to people with low self-esteem, those with high self-esteem show stronger in group favoritism, which may increase prejudice and discrimination. Neither high nor low self-esteem is a direct cause of violence. Low self-esteem may contribute to externalizing behavior and delinquency, although some studies have found that there are no effects or that the effect of self-esteem vanishes when other variables are controlled. The highest and lowest rates of cheating and bullying are found in different subcategories of high self-esteem. Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstances. Some studies support the buffer hypothesis, which is that high self-esteem mitigates the effects of stress, but other studies come to the opposite conclusion, indicating that the negative effects of low self-esteem are mainly felt in good times. Still others find that high self-esteem leads to happier outcomes regardless of stress or other circumstances. High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self-esteem are negligible.

However, as Karl Marx, Sigmund Freud, and other grand thinkers could assert if they were alive today, even the most elaborate and persuasive theories about human behavior do not generally receive empirical support in all aspects. Thus, we note at the outset that we did not expect all the extravagant claims of the self-esteem movement to be supported. Even if the self-esteem movement was wrong in crucial respects, its positive aspects and contributions deserve to be recognized and celebrated. The Self-esteem movement showed that the American public was willing to listen to psychologists and to change its institutional practices on the basis of what psychology had to teach. As self-aware and self-reflective creatures, many people intuitively recognize the importance of self-esteem. Not surprisingly, a great deal of psychological theorizing has focused on the motiva-

tion to protect and, if possible, enhance self-esteem. Research is showing that even psychodynamic defence mechanisms, which Freud originally understood as ways of keeping threatening sexual and aggressive impulses at bay, serve as strategies to bolster self-esteem (Baumeister, Dale, & Sommer, 1998). But the desire to feel good about oneself is certainly not the only self-related motive at play. Having to cope with reality, people are also motivated to perceive themselves accurately and admit awareness of their undesirable characteristics (Swann, Stein-Seroussi, & Giesler, 1992; Trope, 1986). Nevertheless people would rather learn positive things about themselves than negative things (Sedikides, 1993). Although they may want to know whether they are good or not, they much prefer to learn that they are good. Nathaniel Branden, a leading figure in the self-esteem movement, stated categorically that self-esteem has profound consequences for every aspect of our existence" (Branden, 1994, p. 5), and, more pointedly, that he "cannot think of a single psychological problem from anxiety and depression, to fear of intimacy or of success, to spouse battery or child molestation that is not traceable to the problem of low self-esteem" (Branden, 1984, p. 12). Eminent clinical psychologist Albert Ellis, for example, is convinced that "self-esteem is the greatest sickness known to man or woman because it's conditional" (cited in Epstein, 2001, p. 72). According to Ellis, people would be better off if they stopped trying to convince themselves that they are worthy. Others believe that concerns about self-esteem are a peculiar feature of Western individualist cultures. According to this perspective, the search for high self-esteem is not a universal human motive, but a cultural or ideological artefact. Many early theories suggested that self-esteem is a basic human need or motivation. American psychologist Abraham Maslow included self-esteem in his hierarchy of human needs. He described two different forms of "esteem": the need for respect from others in the form of recognition, success, and admiration, and the need for self-respect in the form of self-love, self-confidence, skill, or aptitude. Self-esteem is important because it shows ourselves how we view the way we are and the sense of our personal value. Thus, it affects the way we are and act in the world and the way we are related to everybody else. Rogers believed in the importance of giving unconditional acceptance to a client and when this was done it could improve the client's self-esteem. Studies suggest that for children of age seven to adolescents, school frequently represents the first occasion in which they act on their own and measure themselves against others. Thus school represents an initial proving ground.

REVIEW OF RELATED LITERATURE:

According to Pooja bhagat (2017) there was a positive correlation between Self esteem and Academic achievement of Secondary school students. According to Marta Marchante Shane R. Jimerson Vitor Alexandre Coelho (2017) following the transition to middle school, students reported lower levels of self-concept (academic, emotional and physical) and self-esteem, while participation in the intervention led to increases in self-esteem and gains in social self-concept. No gender differences were found.

Sirda Saqlain and Bushra Mussawar (2016) conducted a study on "Relationship between Emotional Intelligence and Self Esteem among Pakistani University Students". Results of the study proved that there exist positive relationship between self-esteem and emotional intelligence among Pakistani university students and it was found that females are more emotionally intelligent as compared to males but there does not exist any statistically significant gender difference in self-esteem among university students. According to Fanaj, Erika Melonashi (2014) significant correlations have been reported between self-esteem and anxi-

ety, shyness, depression, impulsive behavior, eating disorders etc. Conversely self-esteem correlates positively with hope and life satisfaction. KhawlaZoabi 2012 conducted a study on Self-Esteem and Motivation for Learning among Minority Students: The findings show a positive relationship between self-image and motivation for learning among the populations. According to John KJem, 2010 adolescent girls to have a negative outlook on their own body, which cause low self-esteem. Seema Sharma and Sushma Jaswal (2006) - conducted a study to access the relationship of self-esteem with psychological distress among migrant labourers. Labourers with high self-esteem had low levels of Psychological irrespective of their being agricultural or industrial labourers. According to Danu B. Anthony, Joanne V. Wood, John G. Holmes (2005): Self-esteem highly influences social decision-making. According to Twenge & Campbell (2001) Self-esteem in college students increased substantially during 1968-1994. Stamatakis, Lynch, Everson, Raghunathan, Salonen and Kaplan (2003) reported that while lower self-esteem was found to be associated with many socioeconomic, behavioral, psychosocial and disease characteristics no association between self-esteem and all-cause mortality was observed after adjustment for other psychosocial characteristics, primarily hopelessness.

OBJECTIVES OF THE STUDY:

- To study the Self Esteem among Higher Secondary Students in terms of gender
- To study the Self Esteem among Higher Secondary Students in terms of locality.

HYPOTHESES OF THE STUDY:

- There is no significant difference in Self Esteem among Higher Secondary Students in terms of gender
- There is no significant difference in Self Esteem among Higher Secondary Students in terms of locality.

METHODOLOGY:

The Descriptive Survey method of research was used in the study. The Simple Random Sampling was applied and a sample of 200 Higher Secondary Students were taken on the basis of locality and gender. A Standardised Rating Scale on "Self Esteem" constructed by Rosenberg was used as a tool.

Statistical analysis of data:

Descriptive Statistics:- Descriptive Statistics namely, Mean and Standard deviation were used.

Inferential Statistics 't' Test was employed to test hypothesis at 0.05 level of significance.

Analysis and Interpretation of Objective One:

The first objective was to study the Self Esteem among Higher Secondary Students in terms of gender. The objective was analyzed using descriptive statistics mean, and standard deviation. The null Hypothesis formulated was tested by using inferential statistics 't' test.

Table 1: Mean, Standard deviation and 't' value of the Self Esteem of Boys and Girls.

Gender	Mean	Standard deviation	"t" value	Remarks
Boys(N=100)	20.2800	5.09	1.69	Not significant at 0.05 level
Girls(N=100)	19.1700	4.13		

Interpretation:

From the Table 1, It is observed that the obtained 't' value (1.69) is less than the table value 1.97. Hence the obtained 't' value is not significant at 0.05 level with the degrees of freedom 198. Hence the null Hypothesis "There is no significant difference in Self Esteem among Higher Secondary Students in terms of gender" is accepted.

Analysis and Interpretation of Objective Two:

The second objective was to study the Self Esteem among Higher Secondary Students in terms of locality. The objective was analyzed using descriptive statistics mean and standard deviation. The null Hypothesis formulated was tested by using inferential statistics 't' test

Table 2: Representing Mean, Standard deviation and 't' value of the Self Esteem of Higher Secondary Students in terms of locality.

Locality	Mean	Standard deviation	"t" value	Remark
Urban	18.17	4.23	2.70	Significant at 0.05 level
Rural	19.74	3.96		

From the Table 2, It is observed that the obtained 't' value (2.70) is greater than the table value 1.97. Hence the obtained 't' value is significant at 0.05 level with the degrees of freedom 198. Hence the null Hypothesis "There is no significant

difference in Self Esteem among Higher Secondary Students in terms of locality" is rejected.

MAJOR FINDINGS OF THE STUDY:

- There is no significant difference in Self Esteem among Higher Secondary Students in terms of gender
- There is a significant difference in Self Esteem among Higher Secondary Students in terms of locality.

Educational Implications of the study:

- Students can get rid the problems with their self by behaving in a more emotionally mature ways this in turn will increase the academic achievements.
- Study findings can be implemented in counselling settings. Clients can be made aware that how self-esteem can contribute to the psychological problems.
- Realizing the importance of Self-Esteem and its relationship with social relation, parents, teachers, educationists, social workers and doctors should coordinate in finalizing the strategy required for the intervention in building Self-Esteem.
- Self Esteem help the students to understand the importance of knowing themselves, in order to make right choices with regard to their education and life.
- Family pride is essential to Self Esteem and should be nourished and maintained.
- More programmes should be organized in the school and the students should be encouraged to participate.

CONCLUSION:

The current study shows that "There is no significant difference in Self Esteem among Higher Secondary Students in terms of gender" and "There is a significant difference in Self Esteem among Higher Secondary Students in terms of locality". Increasing the level of Self Esteem in the various dimensions should be one of the most important objectives of the schools as this will surely help in making of good students which our society requires. These students will in turn influence others in a similar way and develop good future citizens. Every human being, with no exception, for the mere fact to be it, is worthy of unconditional respect of everybody else; he deserves to esteem himself and to be esteemed.

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